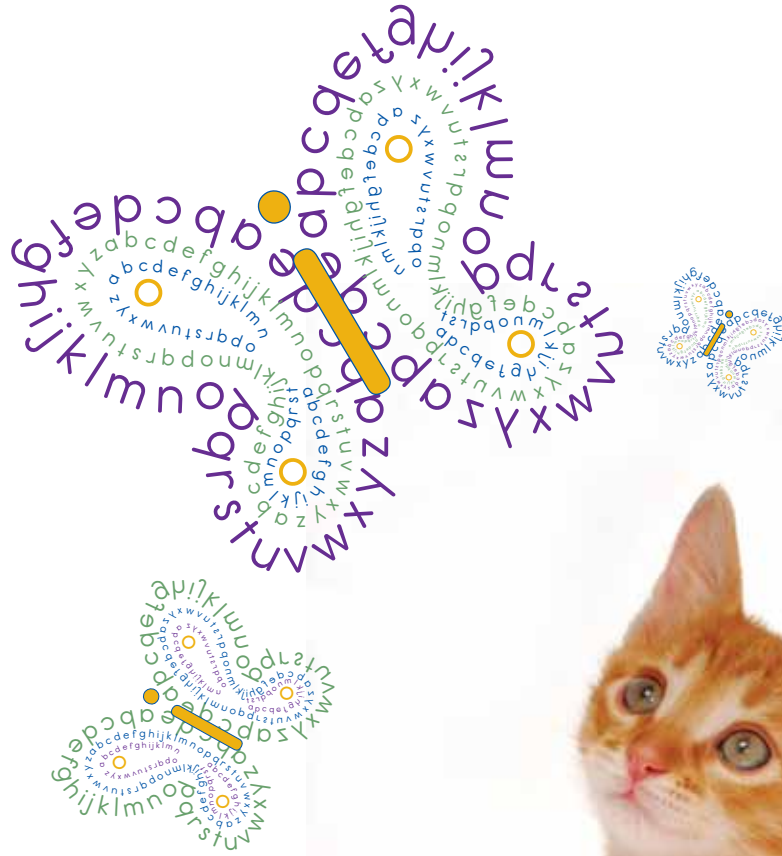


# Unit 2

## Workbook

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

**GRADE 1**





# Unit 2

## Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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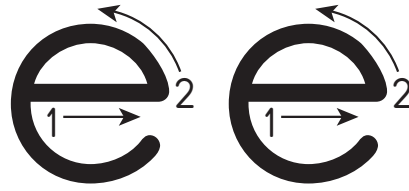
# Unit 2

## Workbook

This Workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 2. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally using the instructions in the teacher guides. The Workbook is a student component, which means each student should have a Workbook.



Name \_\_\_\_\_



e e

bee

seen

feet

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

queen

sheep

three

sweets

deer

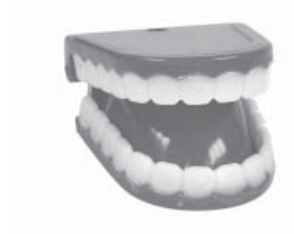
teeth



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3

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*Directions: Have students write each word under its matching picture.*



# Gran's Trips

1. Where did Gran **meet** a man with wings on his back?

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\_\_\_\_\_

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\_\_\_\_\_

2. What did Gran do at the gulf?

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*Directions: Have students reread the story and answer the questions.*

3. Which trip was Gran's best trip?

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4. Gran gets to Josh and Jen. . .


- on a shop.
- in a cab.
- in a truck.

**Dear Family Member,**

Today our class started the second unit for the Core Knowledge Language Arts program. The reader for this unit is called *Gran*. Your child will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your child is important for his or her success as a reader.



In addition, your child today has been taught to read words with the double-letter spelling 'ee', as in *feet*. To practice this new spelling, ask your child to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words are underlined because they are words that do not play by the sound rules. Have your child read all of the words aloud, and arrange the cards to make phrases such as "the eel," "three sheep," "long speech," etc. You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.



the	all	long
teeth	week	one
deep	eel	sheep
speech	three	sleep



# The Pet

1. Where did Gran get the pet?

\_\_\_\_\_

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\_\_\_\_\_

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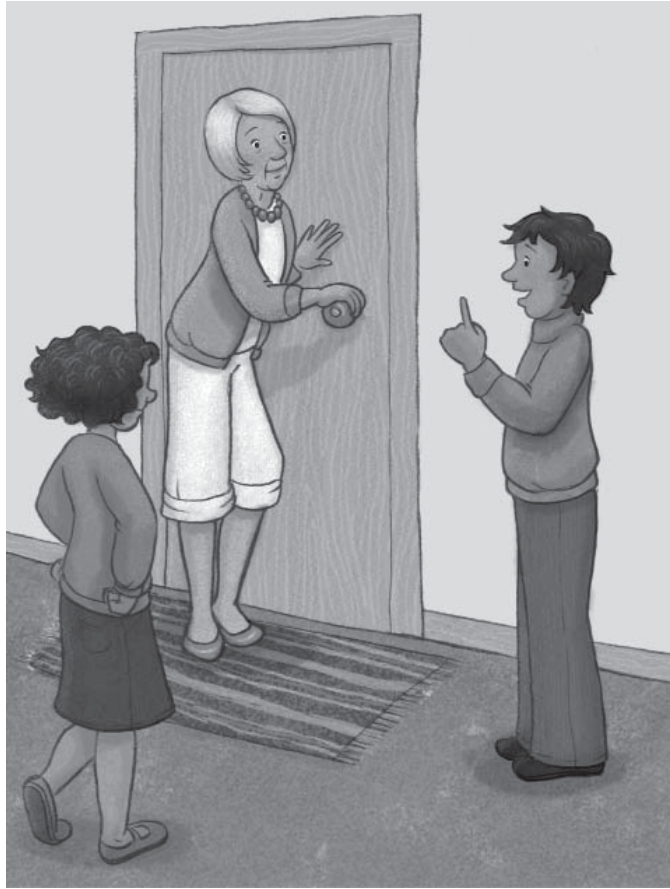
\_\_\_\_\_

2. Gran said that the pet ...

- has **three green teeth**.
- has long legs, but no **feet**.
- is long and has fangs.

*Directions: Have students reread the story and answer the questions.*

*Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.*



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

**Dear Family Member,**

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind him that the underlined parts of words signal that this part is tricky and does not follow the sound rules he has learned. Also remind him that the bolded 'ee' signals that these letters are sounded as /ee/, as in the word *feet*.



## Gran's Trips

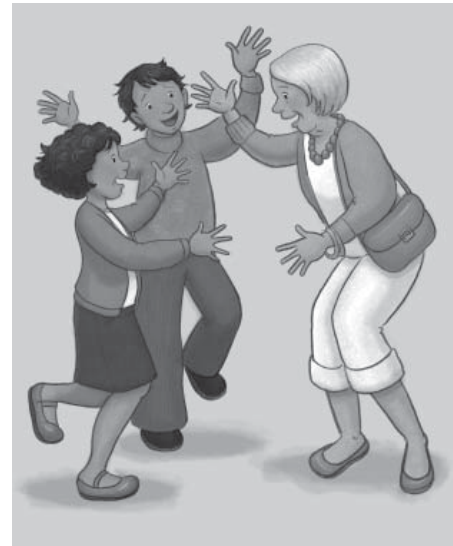
"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen **see** a cab on the **street**.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.



"Was the trip fun?" Josh asks.

"Which one?" Gran asks. "I went on **three** trips!"

"Where to?" asks Josh.

"One was to the Swiss Alps," says Gran. "In the Alps, there were **steep** cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!"

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."



“What was the next trip?” Josh asks.

“I went to Hong Kong,” says Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran. “In Hong Kong I met a man who sings and has wings on his back.”

“No!” says Josh.

“Yes!” says Gran. “Here is a snap shot.”



“What was the last trip?” asks Jen.

“I went to the gulf to swim with the **eels** and **feed** the fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

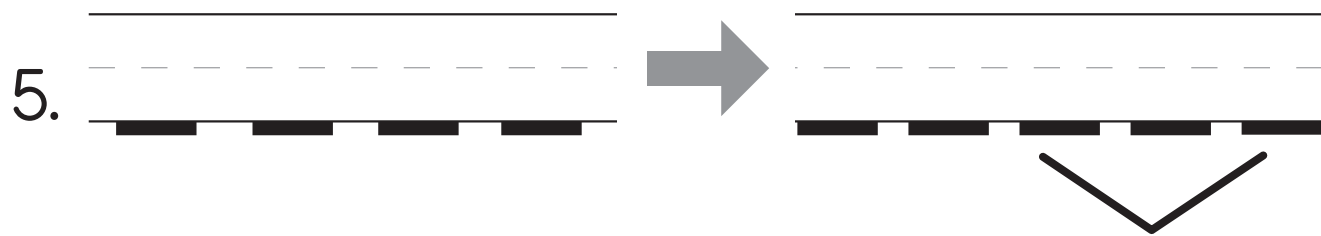
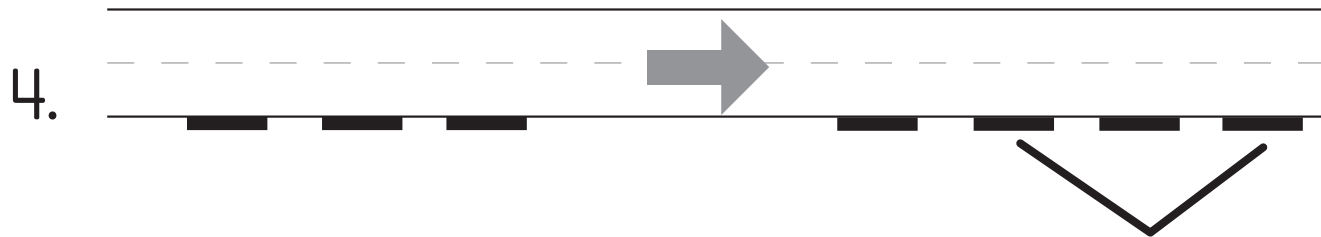
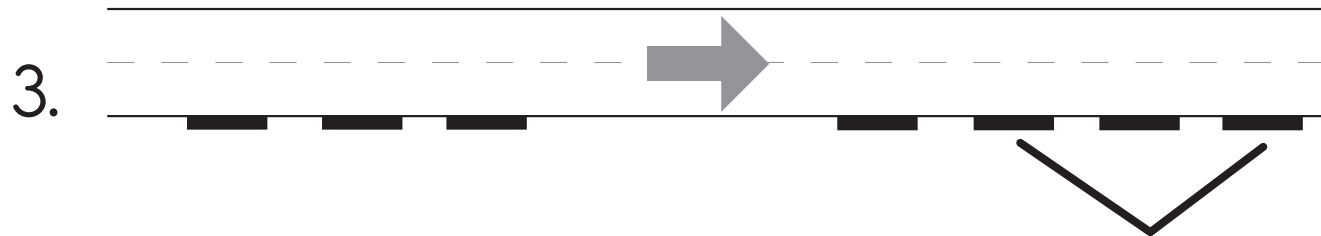
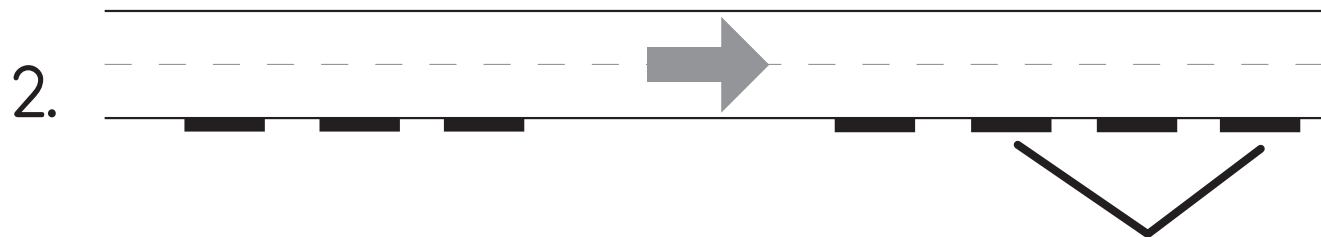
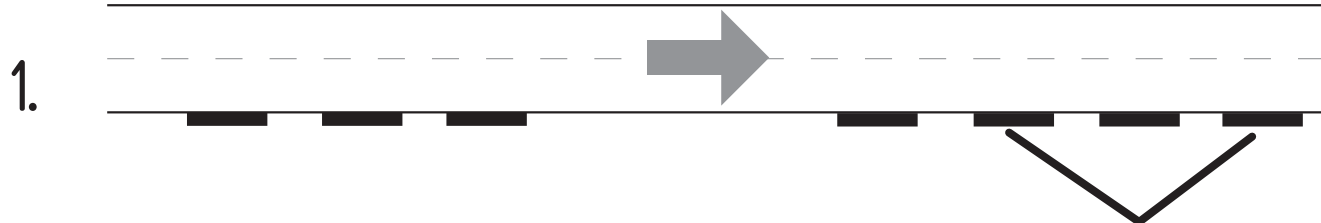
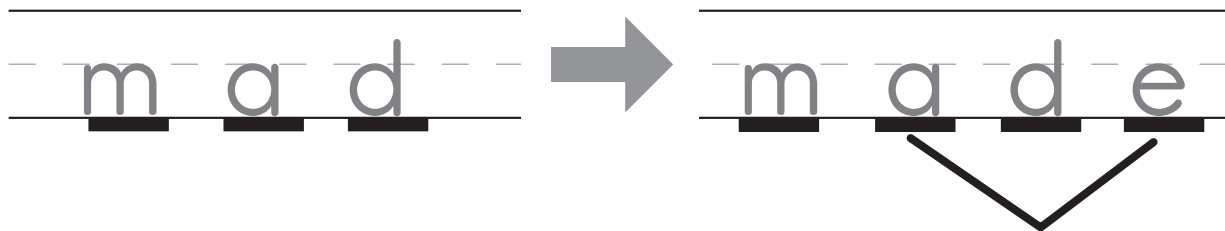
“Which trip was the best?” Josh asks.

“This one!” Gran says. “The one where I get to **see** Josh and Jen!”





Print the words that are said on the lines.



Directions: Have students write each word that you say.



**Dear Family Member,**

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

**The Pet**

Gran says, "When I was in Hong Kong, I got a pet."

"What can it be?" asks Jen. "Is it a fish?"

"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.

"Is this pet big?" asks Josh.

"Well," says Gran, "he is not big, but he is long."

"Has he got teeth?" asks Josh.

"He has fangs!" says Gran.

"What are fangs?" asks Jen.

Just then the bell rings.

Gran says, "That must be him!"





# Wong from Hong Kong

1. What is in the **crate**?

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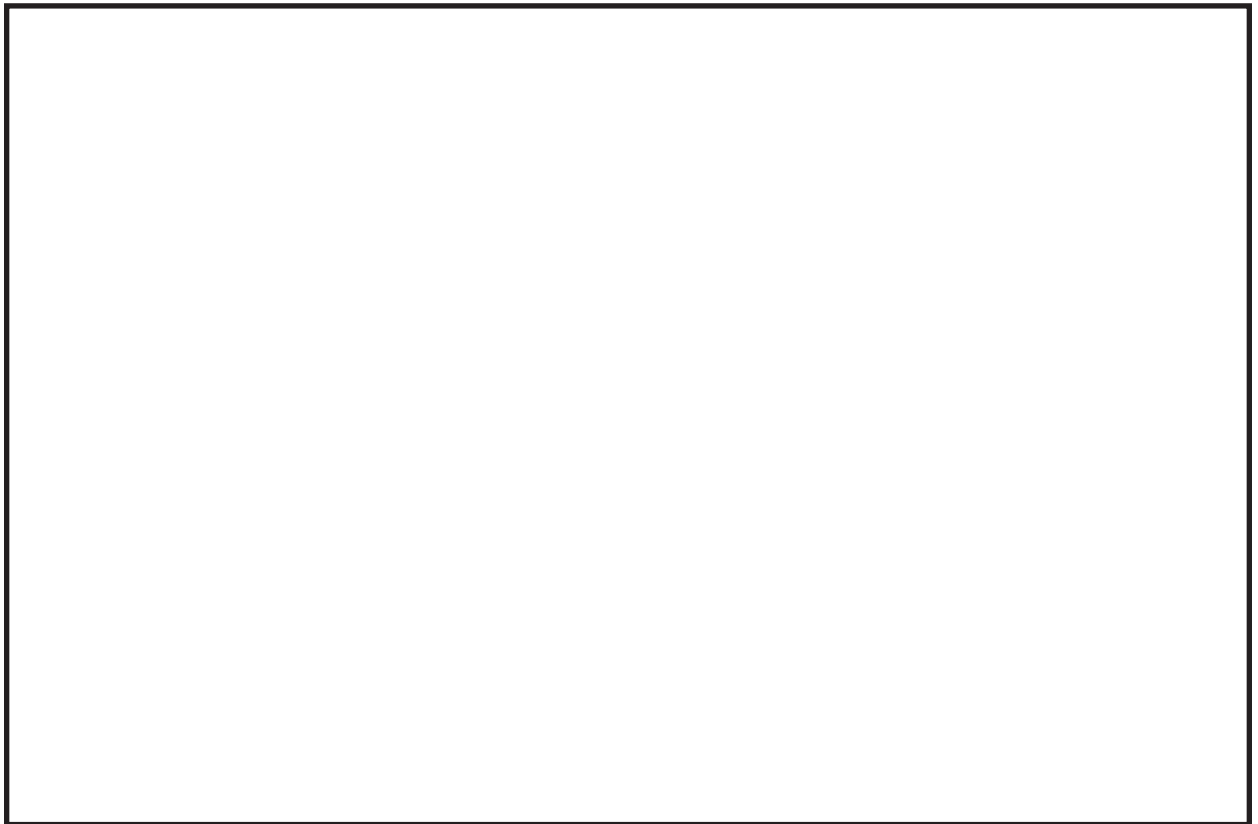
2. Wong is . . .

- long with **green** bands.
- long and black.
- thick and red.

*Directions: Have students reread the story and answer the questions.*

3. Why is Wong a **snake** that Josh and Jen can pet?

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



Additional handwriting practice lines consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

*Directions: In the box, have students illustrate a part of the story and then write a caption below.*

# Where Is Wong?

1. Which spot did Josh and Jen check?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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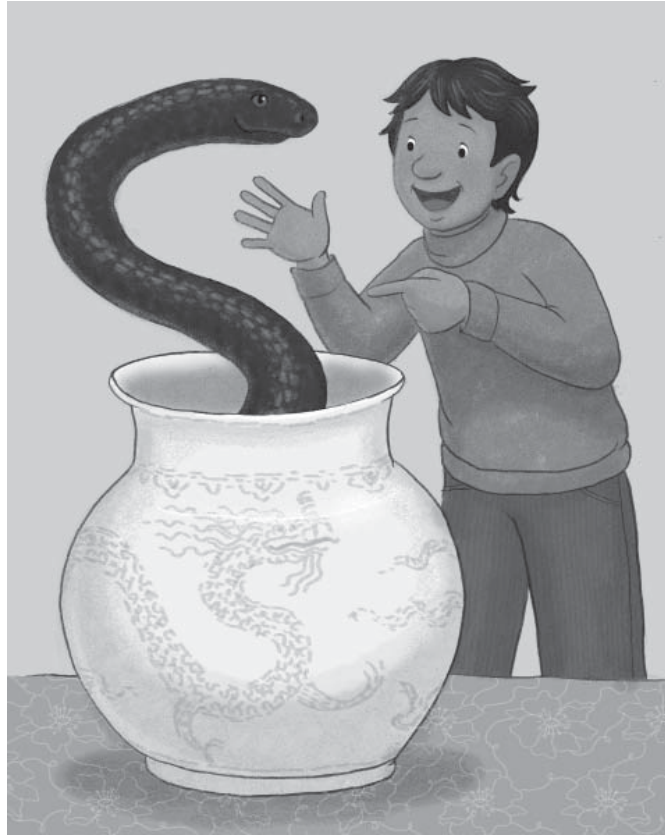
\_\_\_\_\_

2. Wong was . . .

- in the pots.
- in a **vase**.
- in the **crate**.

*Directions: Have students reread the story and answer the questions.*

*Directions: Have students retell the part of the story that is shown in the picture or have him or her copy sentences from the story that go with the picture.*



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



Name \_\_\_\_\_

5.2

**Dear Family Member,**

Your child has been taught to read the Tricky Words *he, she, me, they,* and *their*. In addition, your child has learned to read words with the separated digraph 'a\_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a\_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.



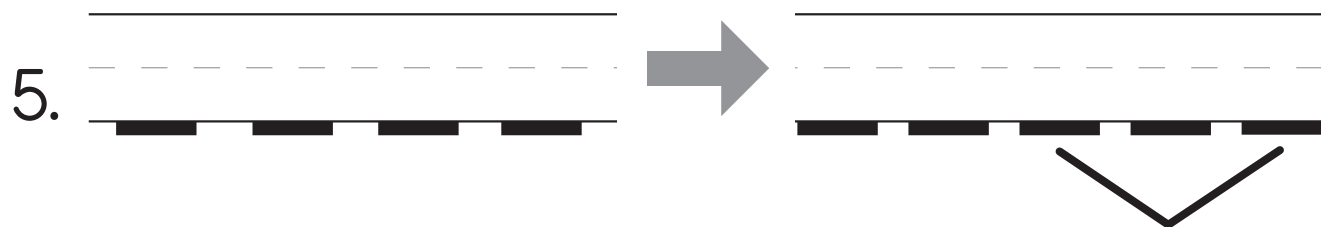
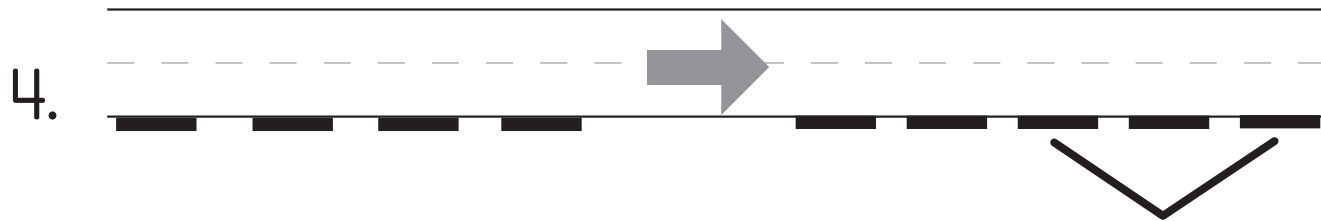
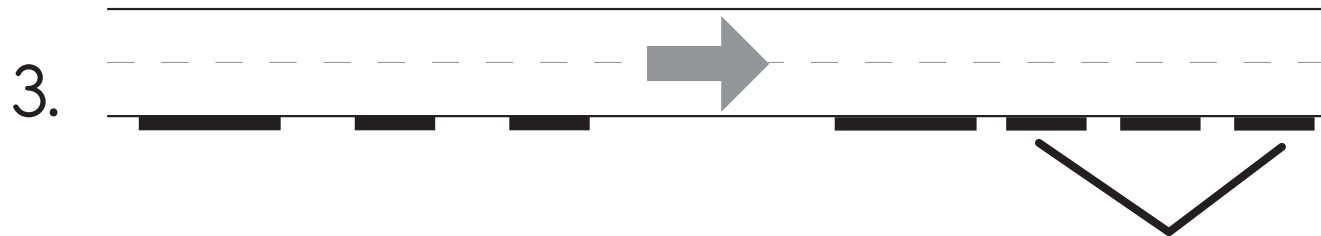
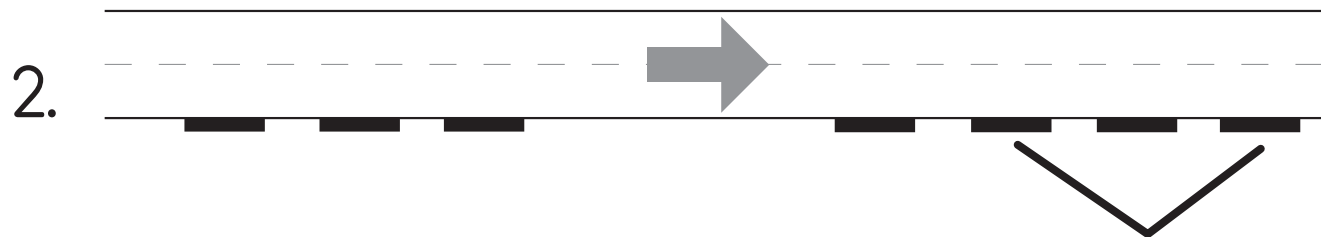
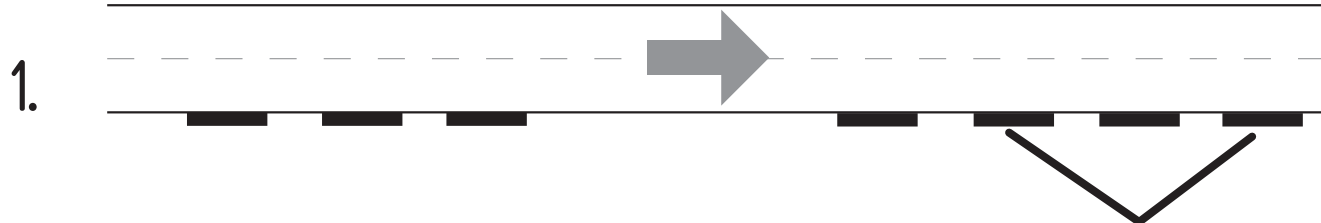
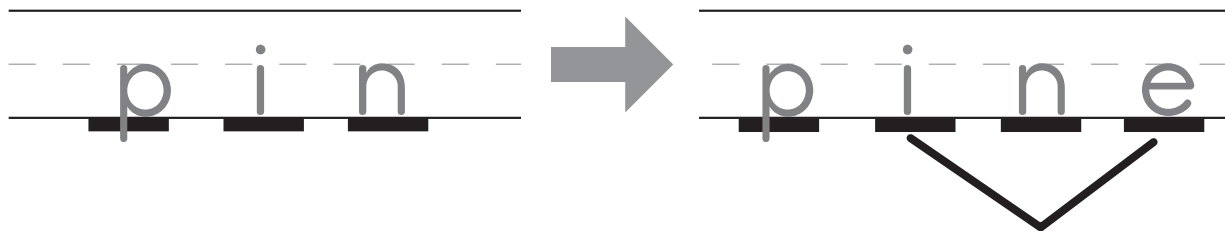
Have your child first read the Tricky Words in the box and then the sentences below. She will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined in gray. Then have her write the correct Tricky Word for each sentence on the line.

<u>be</u>	<u>me</u>	<u>They</u>
<u>their</u>		<u>She</u>

1. Will Jake bake \_\_\_\_\_ a cake?  
\_\_\_\_\_
2. Shane and Jane have lots of fun with  
\_\_\_\_\_ dog.  
\_\_\_\_\_
3. Kate is 10. \_\_\_\_\_ is in fifth grade.  
\_\_\_\_\_
4. Nate and Beth are pals. \_\_\_\_\_  
are in the same class.



Print the words that are said on the lines.



Directions: Have students write each word that you say.



# The Swim Meet

1. Who went to the swim meet?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. In which lane did Jen swim?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have students reread the story and answer the questions.*

3. Were Josh and Jen sad that they did not win?

Handwriting practice lines for question 3, consisting of four sets of solid top and bottom lines with a dashed midline.

4. Did Gran **take** Wong to the **meet**? Why or why not?

Handwriting practice lines for question 4, consisting of four sets of solid top and bottom lines with a dashed midline.

Name \_\_\_\_\_

6.3

**Dear Family Member,**

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child to cut out the word cards. Show the cards to your child and have him or her read them aloud. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.



✂

<u>a</u>	<u>I</u>	no <u>o</u>
so <u>o</u>	<u>of</u>	<u>all</u>
<u>some</u>	<u>are</u>	fr <u>o</u> m
w <u>o</u> rd	w <u>e</u> re	h <u>a</u> ve
<u>one</u>	<u>once</u>	<u>to</u>





# At the Reef

1. Where did Gran plan to **meet** Mike?
  - at the **reef**
  - on the swim deck
  - in the Swiss Alps

2. What did Gran **ride** to get to the **reef**?

\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have students reread the story and answer the questions.*

3. What did **Mike** do when Gran swam with the fish?

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4. Why did **Mike** have a bad **time**?

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**Dear Family Member,**

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.



## The Swim Meet

Josh and Jen **like** to swim. They take Gran to their swim meet.

Jen **lines** up in **lane five**.

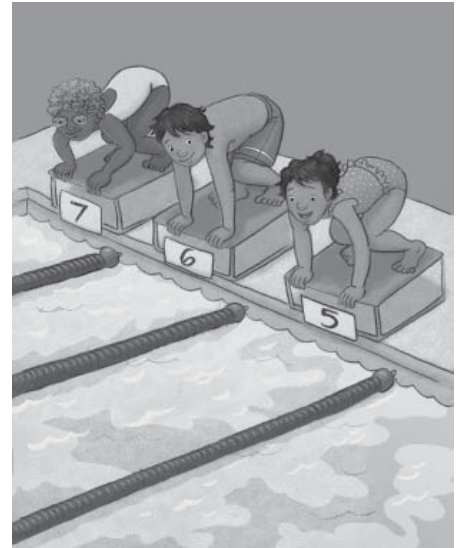
Josh **lines** up in **lane six**.

The kids are up on the blocks.

Then there is a **beep**.

All the kids **dive** in. Splash!

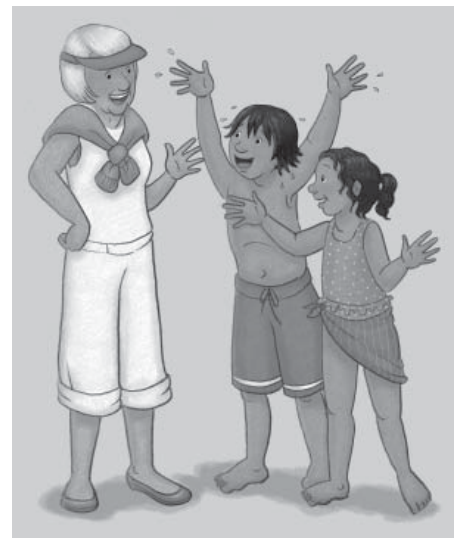
“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they **make** it to the end.

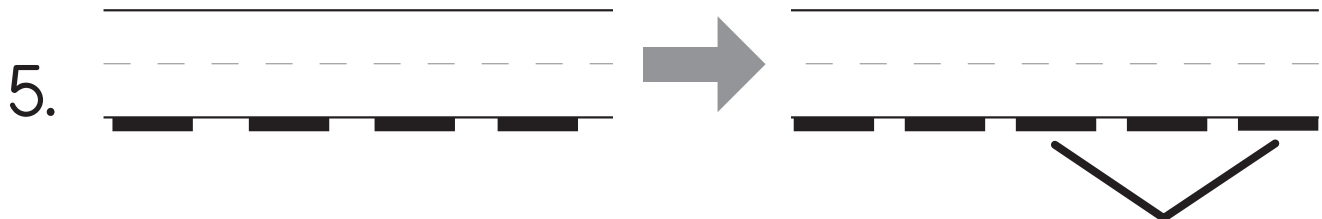
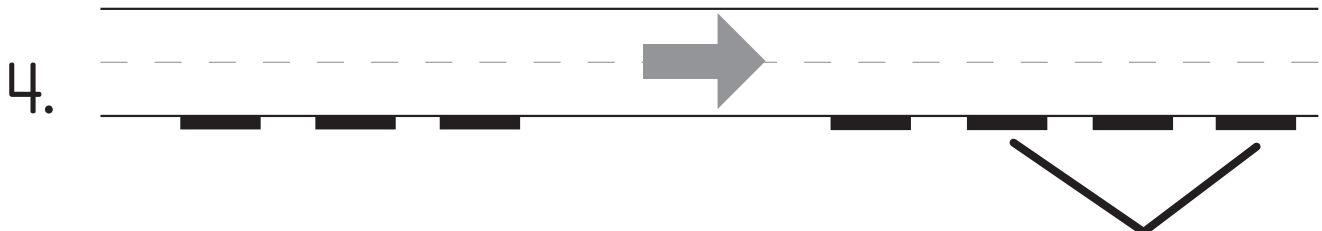
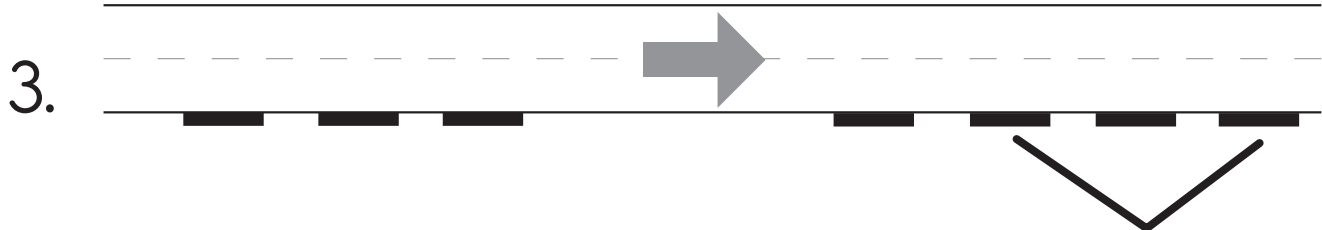
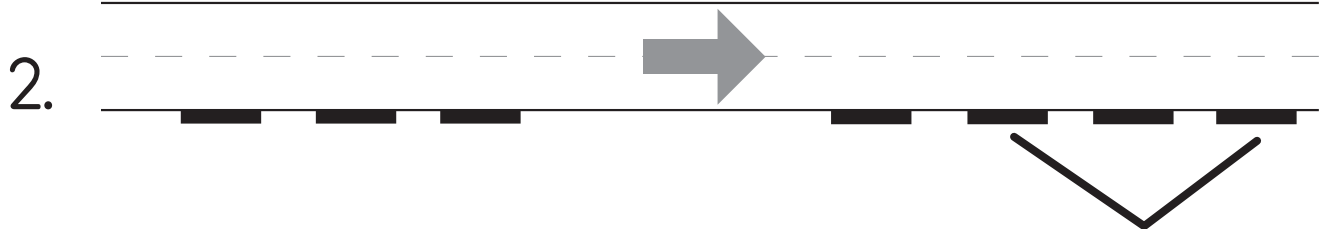
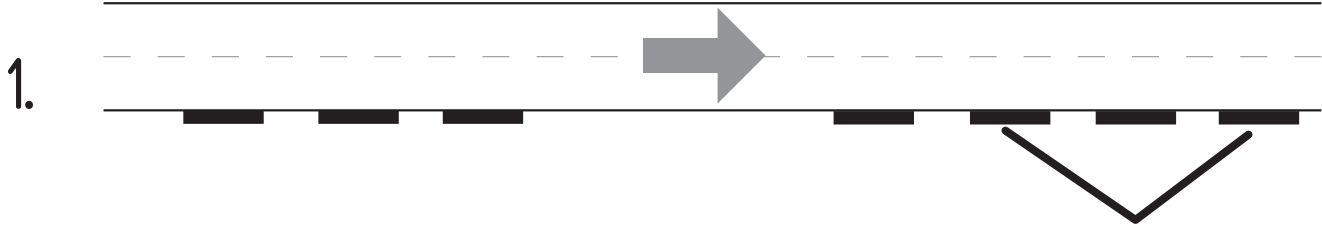
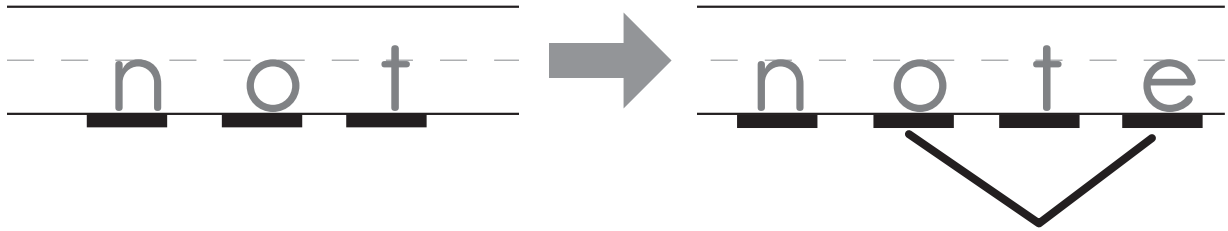
“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen **wave** and **smile**. They did not win, but they had a lot of fun!





Print the words that are said on the lines.



o \_ e as in n o p e

note note

note

rope rope

rope

bone bone

bone

home home

home

those those

those

Directions: Have students trace and copy the letters and words. The student should say the sounds while writing the letters.

**Dear Family Member,**

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.



## At The Reef

Josh asks Gran what it was like when she went to the reef.

“Well,” Gran says, “it was a lot of fun! I made a plan to meet my pal Mike. I had to ride my bike nine miles to the reef to meet Mike.”

“That is a long ride!” says Jen.

“When I got there I went on a dive to see the fish and the eels.”

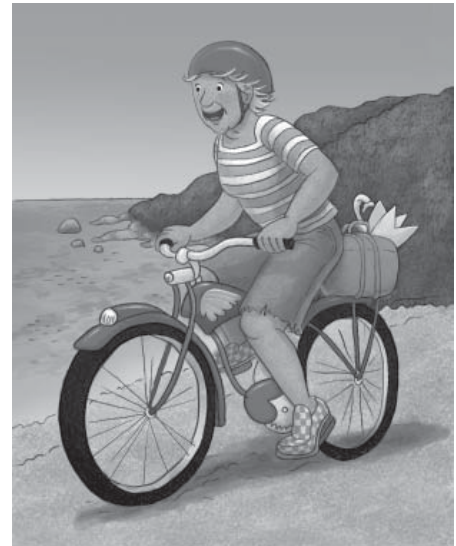
“With Mike?” Josh asks.

“No,” Gran says. “Mike did not dive with me. He went to hang glide.”

“Did he like it?” Jen asks.

“Not so much,” Gran says with a smile.

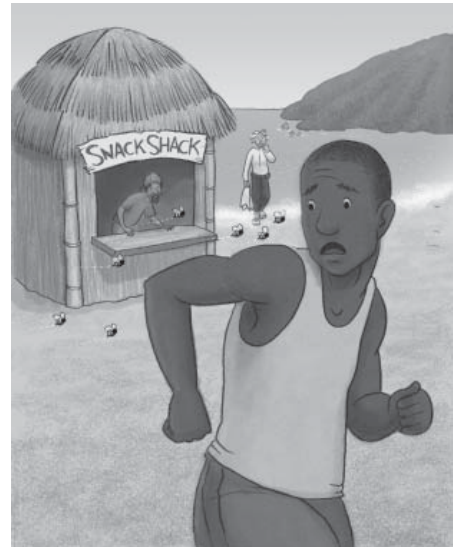
“Why not?” asks Josh. “It must be lots of fun to hang glide.”



“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad **time**. When it was **time** to land, he hit a **hive** of **bees**! He got stung ten **times**.”

“**Yikes!**” says Jen.





# The Bug Glass

1. What was it that Jen **brok**e?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What can Josh do with his bug glass?

- He can fill it with bugs.
- He can see bugs up **close**.
- He can let bugs sip milk from it.

*Directions: Have students reread the story and answer the questions.*

3. Gran asks Jen to toss some grapes and chips on the rock so that . . .

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. What can Josh see on the stone with his bug glass?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name \_\_\_\_\_

**Dear Family Member,**

So far in Unit 2, your child has been taught to read words with the separated digraphs 'a\_e' as in *cake*, 'i\_e' as in *time*, and 'o\_e' as in *bone*. Ask your child to read the words in the word bank below, then circle the separated digraph in each word. Your child should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.



wave	rose	wife
smoke	cones	life
size	close	game
shape	drive	take

'i\_e' as in time

'a\_e' as in cake

'o\_e' as in bone

	wave	



Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /o\_e/ sound under the 'hope' header.

rob	robe
note	not
rode	rod
cod	code
mop	mope

/o/ as in hop

/o\_e/ as in hoe

Handwriting practice lines for the /o/ sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for writing.

Handwriting practice lines for the /o\_e/ sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for writing.



# The Tape

1. What did Gran's gran do?
  - She made up **jokes**.
  - She sang in a band.
  - She kept tame **snakes**.
  
2. What did Jen and Gran **like** in the jazz song?

*Directions: Have students reread the story and answer the questions.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Directions: Have students retell the part of the story that is shown in the picture or have him or her copy the sentences from the story that go with the picture.*



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.




**Dear Family Member,**

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your child to read these words aloud to you. Your child can then cut the words out to make flash cards. Show the card and ask your child to use the word in a phrase or sentence. For handwriting practice, have your child copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your child at home.

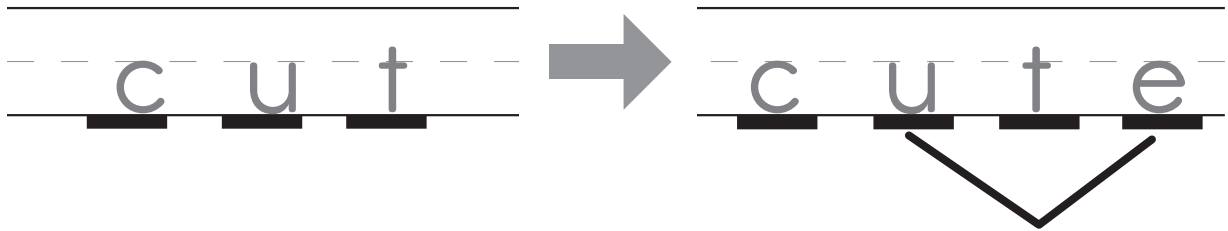


poke	gate	cheek
sweep	flake	pipe
twine	bride	peel
hole	shave	vote

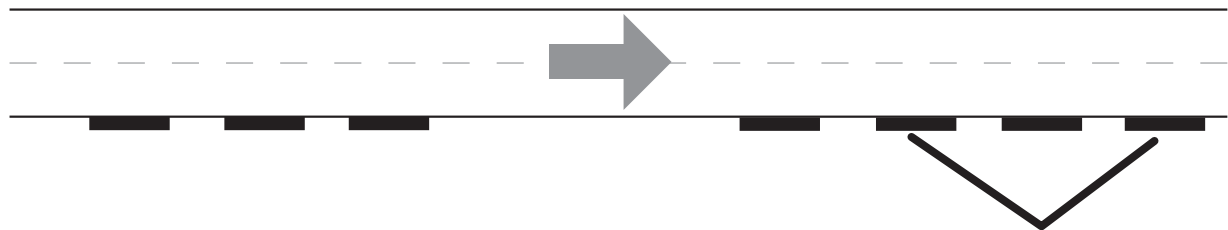




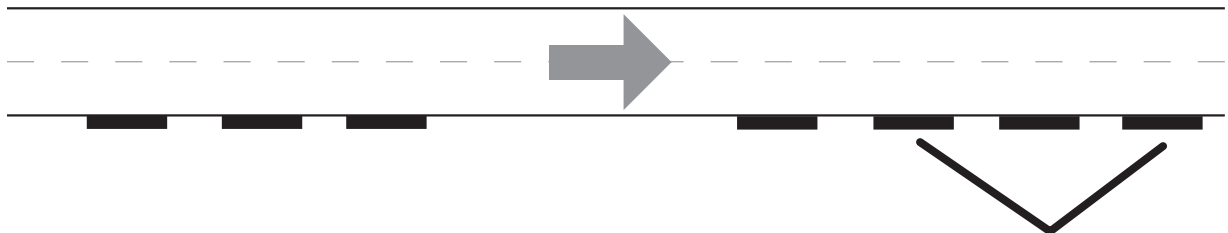
Print the words that are said on the lines.



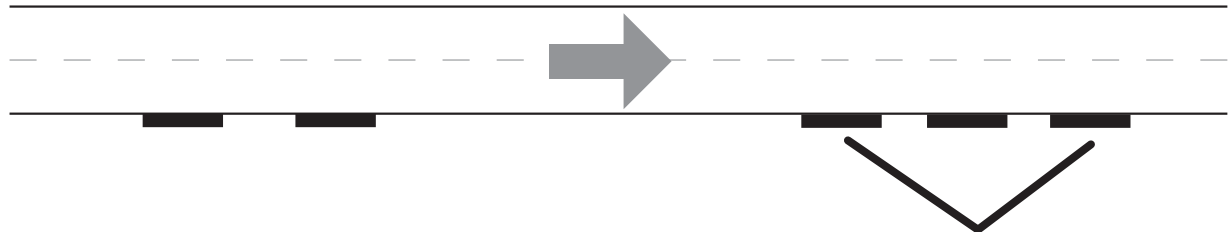
1.



2.



3.





# Fuzz and Mel

1. Which cat is a **brave** cat?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Did Fuzz **like** it when Mel **made** the **plane** zip and dive?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

*Directions Have students reread the story and answer the questions.*

*Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.*



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing.

**Dear Family Member,**

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.



## The Tape

“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my Gran.”

On the **tape** Gran’s Gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

“I **like** **those** **notes** she sings at the end!” says Jen.

“So do I!” says Gran.



“Gran,” says Jen, “we can act **like** we are in the band and sing the song!”

“O.K.,” says Gran. “Run and get a dress. I will grab **those** **shades** I **like**.”

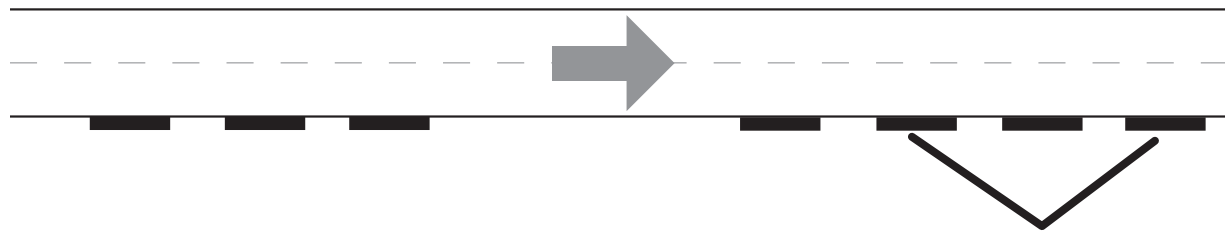
Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

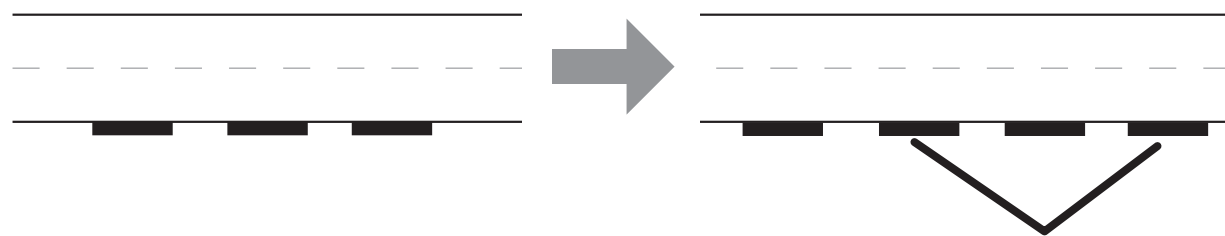


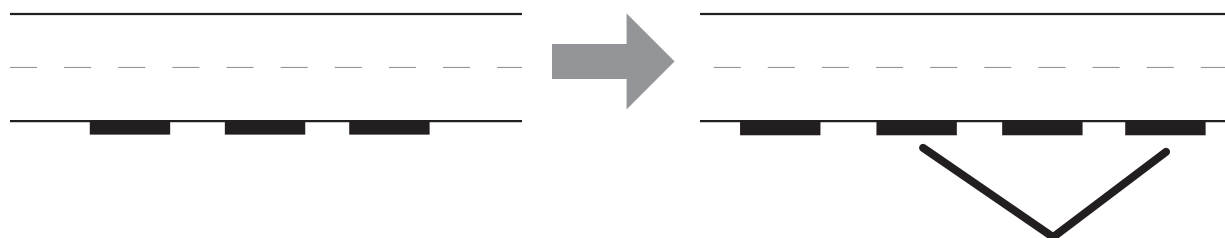


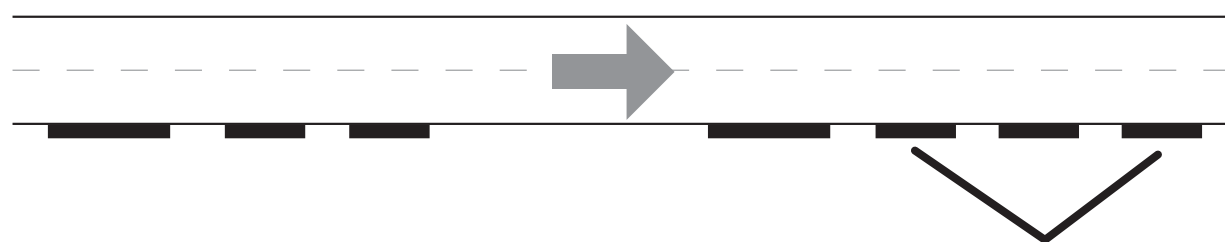


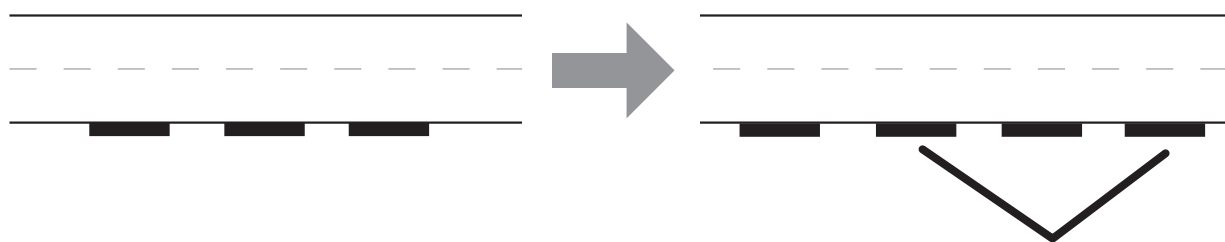
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5. 



# Gran at the Sweet Shop

1. What did Gran's dad have?

- a **bike** shop
- a **sweet** shop
- a truck stop

2. What did Gran get to **make** at the **sweet** shop?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

*Directions: Have students reread the story and answer the questions.*

3. What jobs did Gran have at the **sweet** shop?

Handwriting practice lines for question 3, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

4. Why was the **sweet** shop not all fun and **games**?

Handwriting practice lines for question 4, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

Print the names of the things on the lines.

cub    **cube**



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---

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pin    **pine**



---

---

---

cap    **cape**



---

---

---

can    **cane**

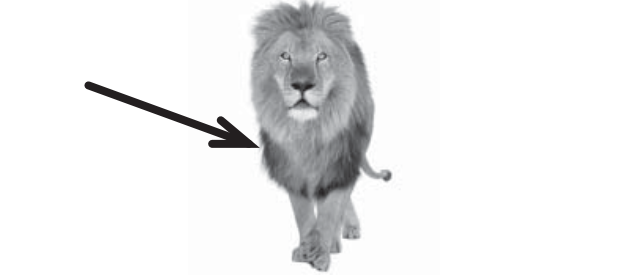


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---

---

man    **mane**



---

---

---

dim    **dime**



---

---

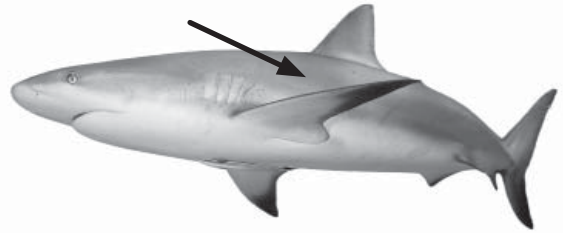
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Print the names of the things on the lines.

wed **weed**



fin **fine**



kit **kite**



tap **tape**



not **note**



hop **hope**



Print the names of the things on the lines.

tree bee



---

---

---

Kate gate



---

---

---

bike pike



---

---

---

dimes limes



---

---

---

tone bone



---

---

---

cute cube



---

---

---

Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat





Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red

3 red

2. green

3. make

4. splash

5. spend

6. gate

7. hide

8. chin

9. ring

---

---

---

10. shine

---

---

---

11. snake

---

---

---

12. ape

---

---

---

13. rash

---

---

---

14. ask

---

---

---

15. reed

---

---

---

16. ride

---

---

---

**Dear Family Member,**

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

whyherewhatsaidarehavewheretwothere

1. \_\_\_\_\_ will you go?
2. "Hi pal!" \_\_\_\_\_ Jack.
3. We \_\_\_\_\_ all here.
4. \_\_\_\_\_ are you sad?
5. \_\_\_\_\_ is your **name**?
6. I \_\_\_\_\_ two snacks.



**Dear Family Member,**

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.



## The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a sweet shop and I had a job in the shop.”

“Did you get to make sweets?”

“Yes,” says Gran. “I got to make milk shakes, cakes, and gum drops.”



“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case.”

“Can you still make cakes?” asks Jen.

“You bet I can!” says Gran. “Do you want to make one?”





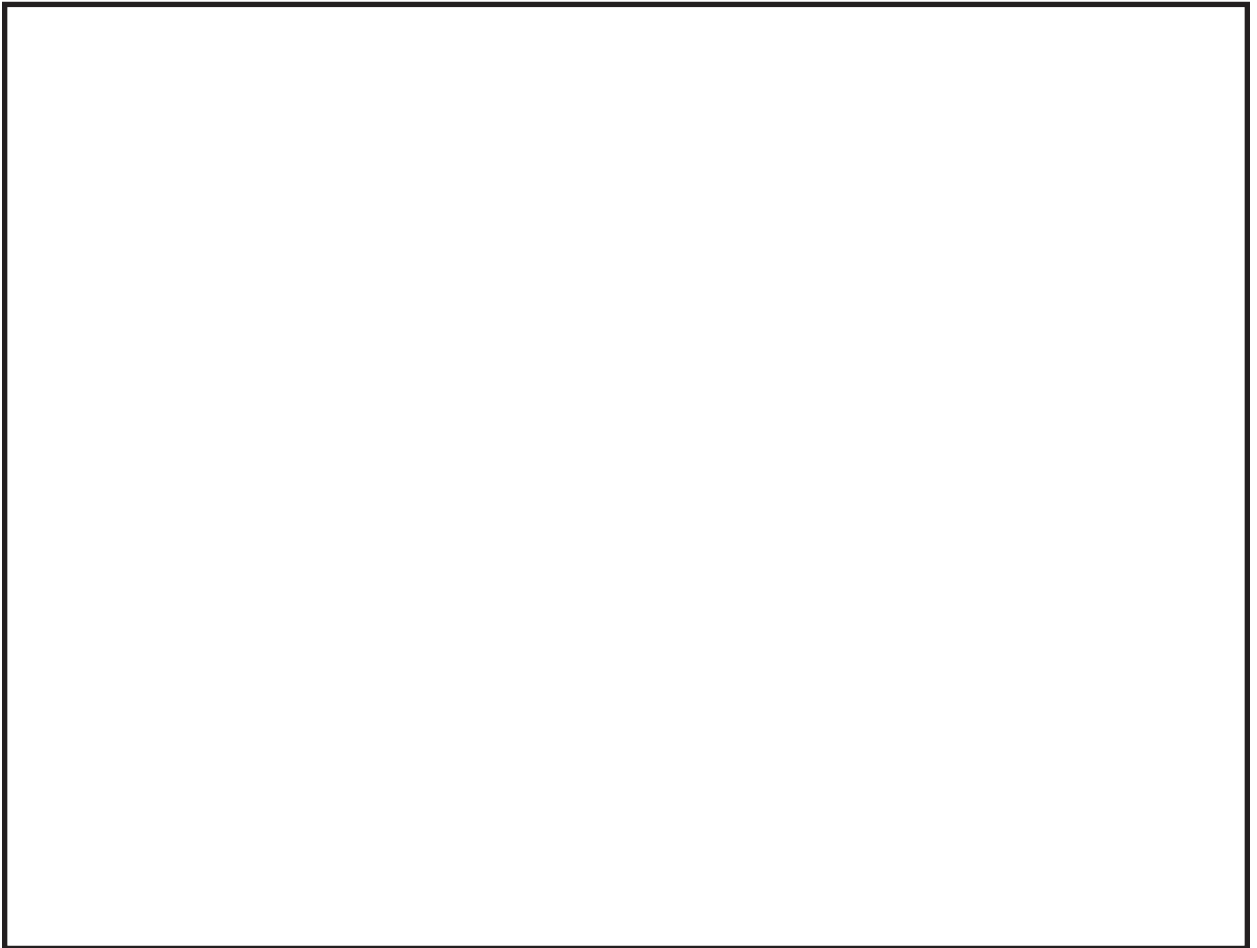
## The Trip West

1. The kids and Gran get to the ranch in the West. . .
  - on **skates**.
  - by **bike** and sled.
  - by cab, **plane**, and van.
  
2. On his back Sam has . . .
  - a pack with camp stuff.
  - a bag with **mule** snacks.
  - rope** and **twine**.

*Directions: Have students reread the story and answer the questions.*

3. Who do the kids meet at the ranch?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



Handwriting practice lines consisting of one set of three horizontal lines (top solid, middle dashed, bottom solid).

*Directions: In the box, have students illustrate a part of the story and then write a caption below.*



Name \_\_\_\_\_

17.2

**Dear Family Member,**

Your child has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your child read the words in the word box below and circle the letter teams. Next, ask your child to write the words in the appropriate column in the chart. You may have your child use each word in a sentence. The first one is done for you as an example.



home	tape	prunes
joke	tune	shape
bare	rope	choke
cane	mule	cube

'o\_e' as in home    'a\_e' as in tape    'u\_e' as in flute

home		



1. bike bit bite bake

2. rose rise robe rope

3. cheek ship chin seek

4. rat rake rate ran

5. be beet bet best

6. cut cube cull cute

7. bet batch beet bat

8. luck lake lick lush

9. cube cute cub can

10. lit lint line lend

11. rut robe rash rob

12. sheet shine shin slip

13. sore sort shore short

14. pit pan pane pale

15. weed feed wed want

## Saved by the Bells

1. Josh, Jen, and Gran hike with:

- Sam the mule
- Fuzz and Mel
- Tex
- Mike

2. The camp site:

- has lots of trees
- is damp and wet
- is close to a cave
- has ropes

3. Gran, Josh, and Jen:

- take Sam the mule into the cave
- go to sleep in the tent
- hike deep in the cave
- set up the tent

4. In the cave, they get:

- hot
- lost
- snacks
- bells

5. What helps Josh, Jen, and Gran get back to the camp site?

- Tex's smile
- Mike's mule
- Sam's bells
- Mel's plane

Score \_\_\_\_\_ /5

Name \_\_\_\_\_

**19.1**

Jack	snake	kite	queen	snack
------	-------	------	-------	-------

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

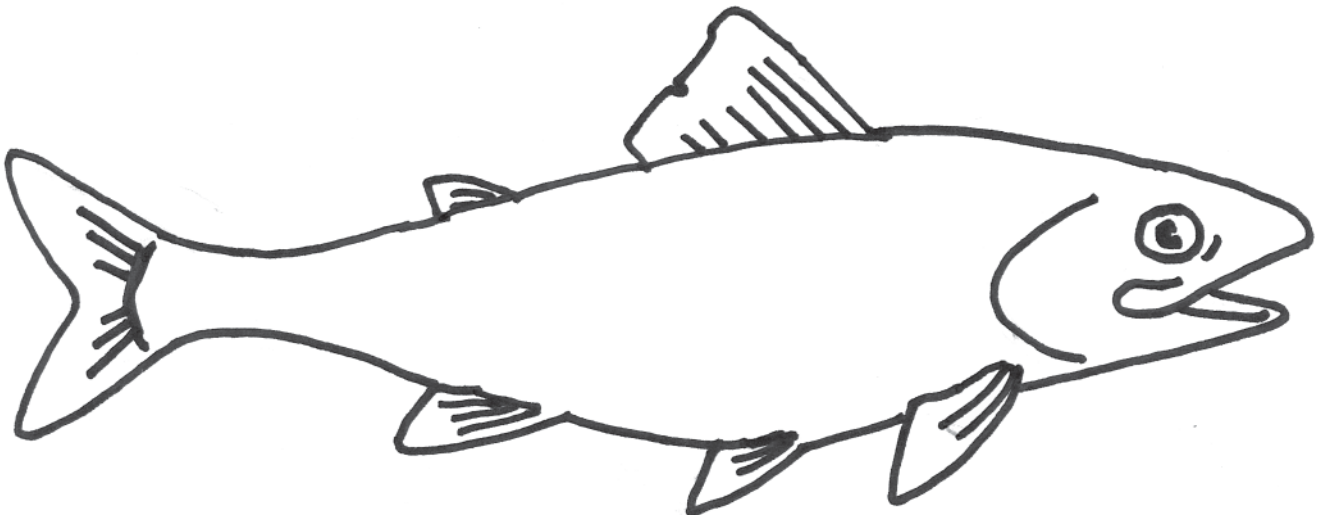
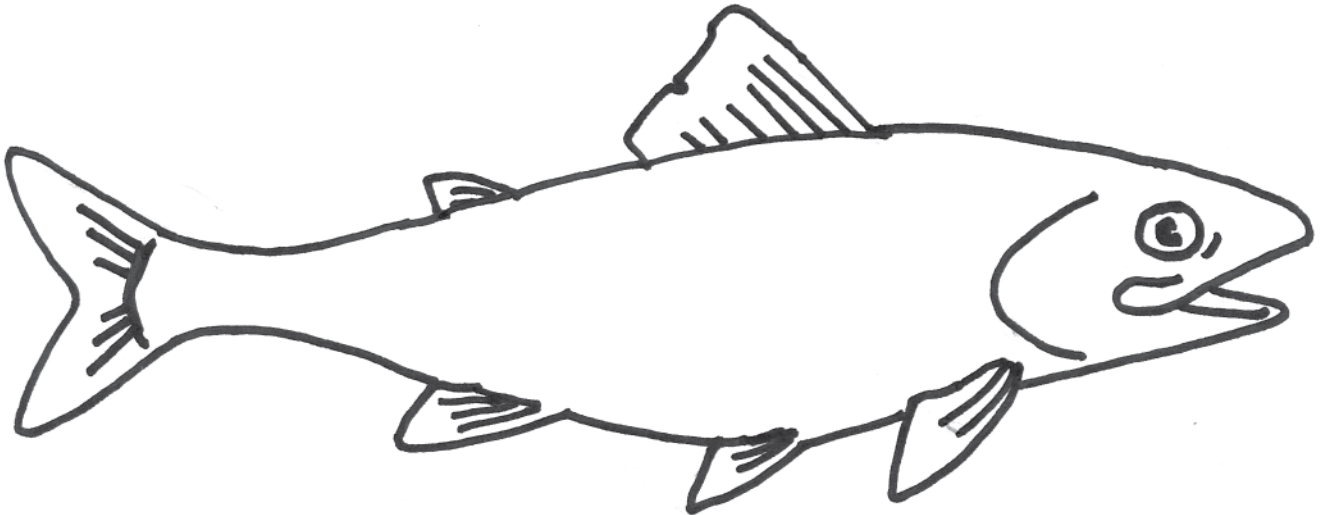
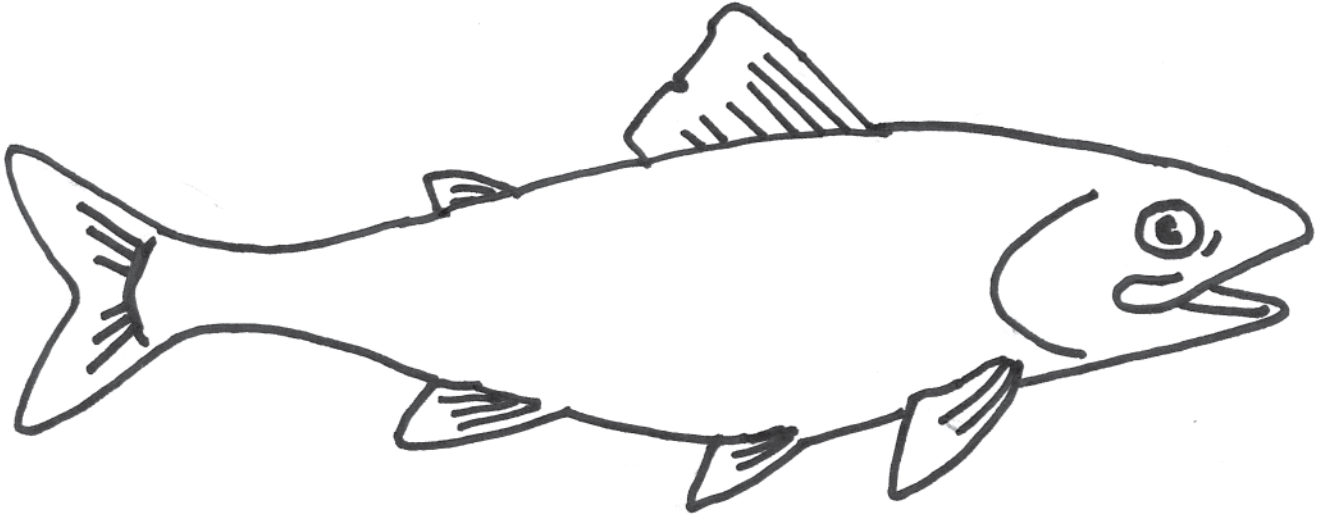
Score \_\_\_\_\_ /10





Name \_\_\_\_\_

# Template for Fishing Pond Exercise





Name \_\_\_\_\_

PP2

Dear Family Member,

Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Ask your child to say a phrase or sentence with each word. Extension: Ask your child to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your child write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.



my

your

tell

bikes

cakes

sweet

rose

jokes

cubes

red

nine

bake



Name \_\_\_\_\_

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

cheek

cheek

\_\_\_\_\_

cheek

\_\_\_\_\_

\_\_\_\_\_

deer

deer

\_\_\_\_\_

deer

\_\_\_\_\_

\_\_\_\_\_

queen

queen

\_\_\_\_\_

queen

\_\_\_\_\_

\_\_\_\_\_

see

see

\_\_\_\_\_

see

\_\_\_\_\_

\_\_\_\_\_

street

street

\_\_\_\_\_

street

\_\_\_\_\_

\_\_\_\_\_

smile

smile

smile

wipe

wipe

wipe

ripe

ripe

ripe

hive

hive

hive

five

five

five

Name \_\_\_\_\_

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

flame

flame

\_\_\_\_\_

flame

\_\_\_\_\_

\_\_\_\_\_

bake

bake

\_\_\_\_\_

bake

\_\_\_\_\_

\_\_\_\_\_

game

game

\_\_\_\_\_

game

\_\_\_\_\_

\_\_\_\_\_

snake

snake

\_\_\_\_\_

snake

\_\_\_\_\_

\_\_\_\_\_

wave

wave

\_\_\_\_\_

wave

\_\_\_\_\_

\_\_\_\_\_

hole

hole

hole

smoke

smoke

smoke

nose

nose

nose

bone

bone

bone

stone

stone

stone



Name \_\_\_\_\_

use

use

use

fuse

fuse

fuse

cute

cute

cute

mule

mule

mule

cube

cube

cube

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

close

close

close

creek

creek

creek

spine

spine

spine

take

take

take

rope

rope

Name \_\_\_\_\_

Print the names of the things on the lines.

**tree three**

**3**

\_\_\_\_\_

-----

\_\_\_\_\_

**feet beet**



\_\_\_\_\_

-----

\_\_\_\_\_

**five six**

**5**

\_\_\_\_\_

-----

\_\_\_\_\_

**rake make**

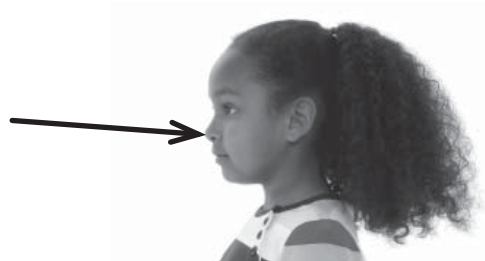


\_\_\_\_\_

-----

\_\_\_\_\_

**note nose**

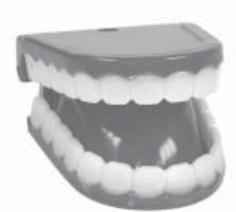


\_\_\_\_\_

-----

\_\_\_\_\_

**teeth tent**



\_\_\_\_\_

-----

\_\_\_\_\_

Print the names of the things on the lines.

rope plate



---

---

---

wave weed



---

---

---

pine nine



---

---

---

sheep pig



---

---

---

cane cake

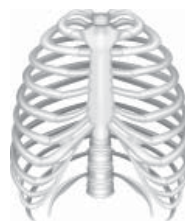


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---

---

bones stones



---

---

---

Name \_\_\_\_\_

Print the names of the things on the lines.

tree bee



tree

Kate gate



gate

bike pike



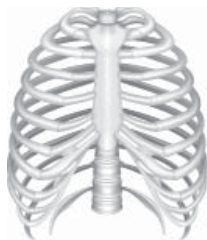
bike

dimes limes



limes

tones bones



bones

cute cube



cube

Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



Name \_\_\_\_\_

Print the names of the things on the lines.

hat **hate**



hat

glob **globe**



ten **teen**

10

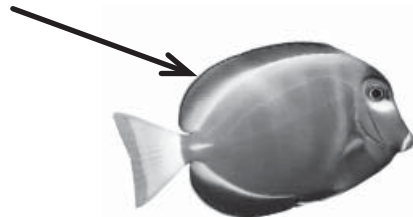
cop **cope**



plan **plane**



fin **fine**



Print the names of the things on the lines.

mop mope



bet beet



rat rate



twin twine



rob robe



strips stripes





Name \_\_\_\_\_

1. **bike**    **bake**

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. **cute**    **cube**

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. **fit**    **feet**

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. **rode**    **ride**

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. **like**    **lake**

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. **rope**    **robe**

\_\_\_\_\_  
-----  
\_\_\_\_\_

7. **queen**    **quite**

\_\_\_\_\_  
-----  
\_\_\_\_\_

8. **mute**    **mule**

\_\_\_\_\_  
-----  
\_\_\_\_\_

9. **pile**    **pale**

\_\_\_\_\_  
-----  
\_\_\_\_\_

10. **mane**    **mine**

\_\_\_\_\_  
-----  
\_\_\_\_\_

*Directions: Have students circle the words that are said and then copy them on the lines.*



Fill in the gaps.

1. m \_ \_ k \_ \_

2. t \_ \_ k \_ \_

3. t \_ \_ m \_ \_

4. t \_ \_ m \_ \_

5. d \_ \_ m \_ \_

6. d \_ \_ m \_ \_

7. d \_ \_ z \_ \_

8. d \_ \_ z \_ \_

Fill in the gaps.

1. c \_ \_ b \_ \_

2. c \_ \_ t \_ \_

3. m \_ \_ t \_ \_

4. m \_ \_ l \_ \_

5. m \_ \_ l \_ \_


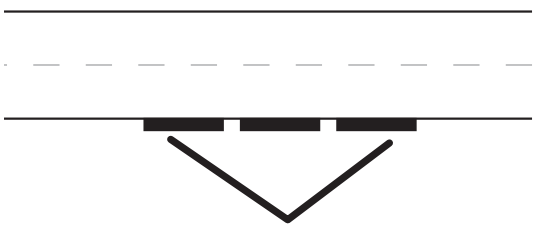
6. p \_ \_ l \_ \_

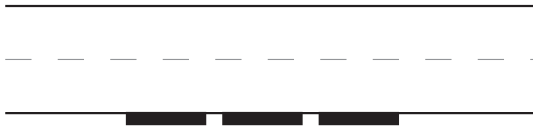
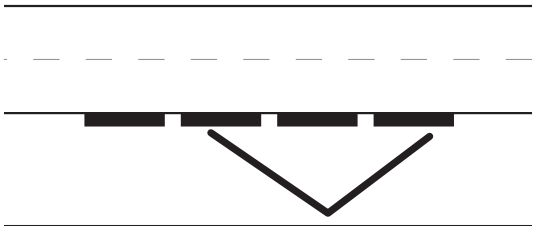
7. p \_ \_ l \_ \_


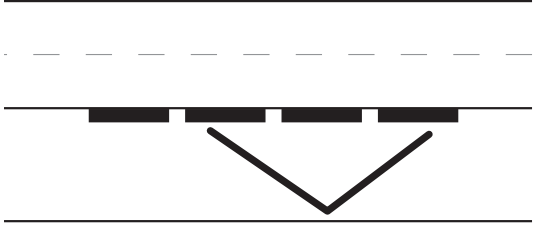
8. p \_ \_ l \_ \_


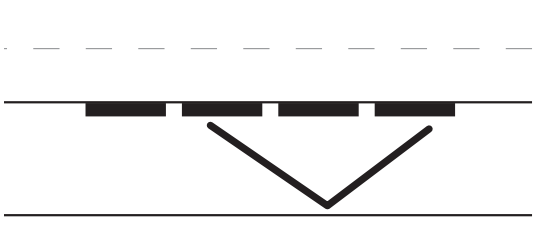
Name \_\_\_\_\_


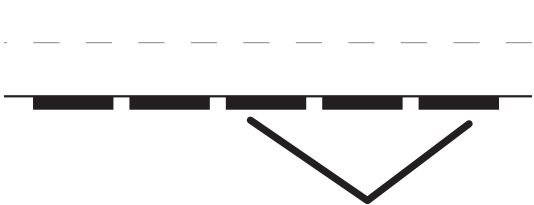
Print the words that are said on the lines.

1.  

2.  

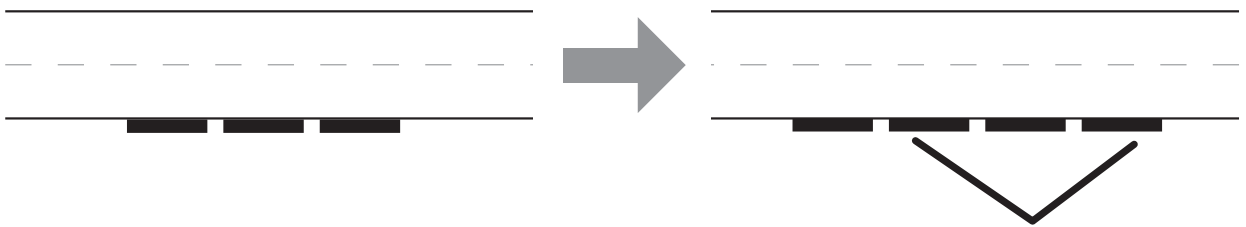
3.  

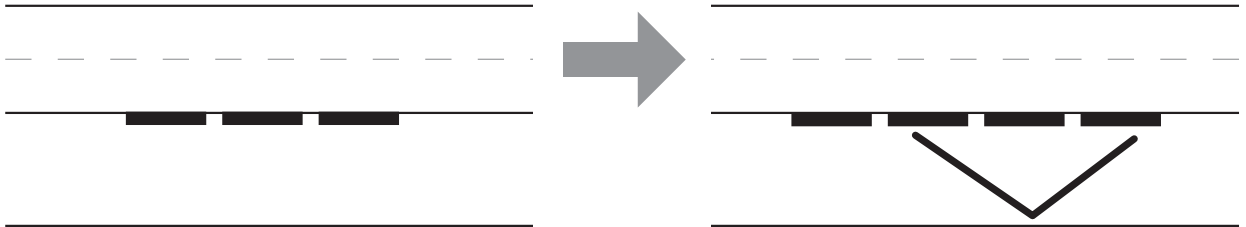
4.  

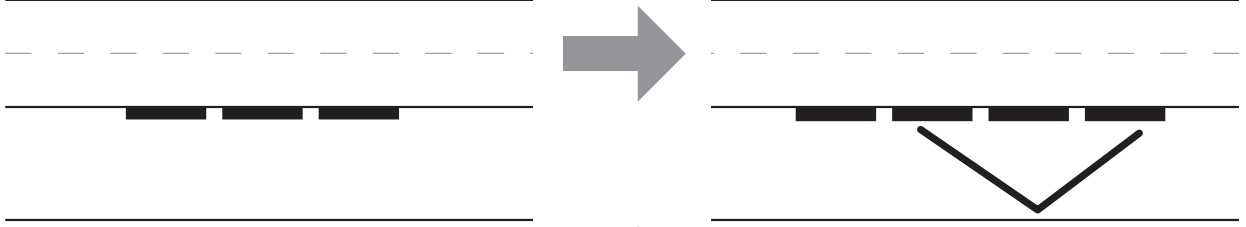
5.  

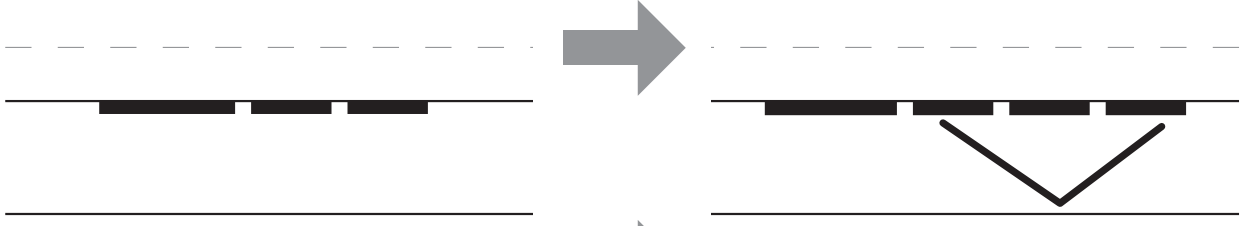


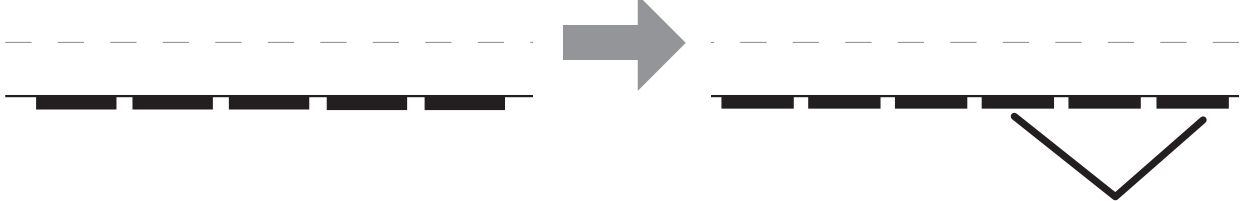
Print the words that are said on the lines.

1. 

2. 

3. 

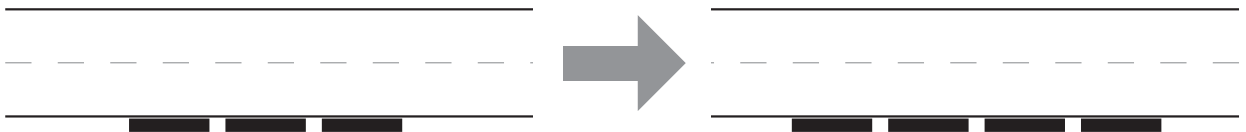
4. 

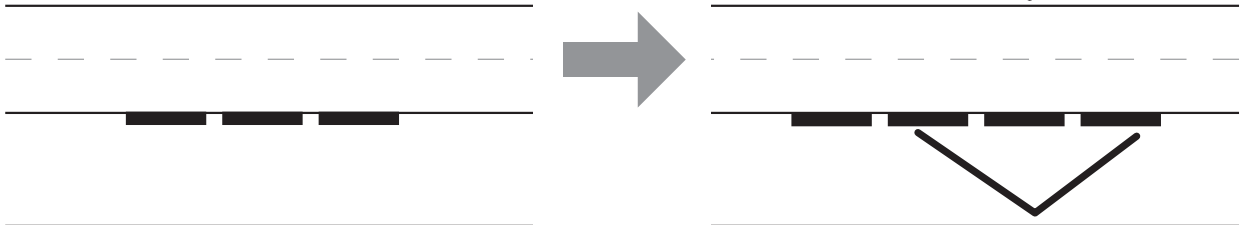
5. 

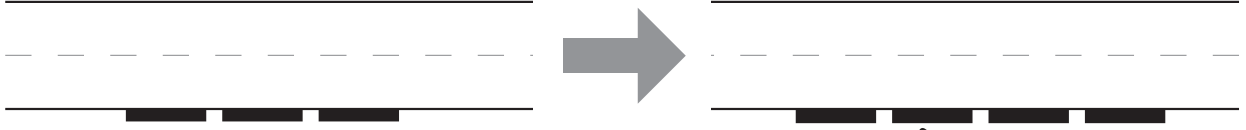


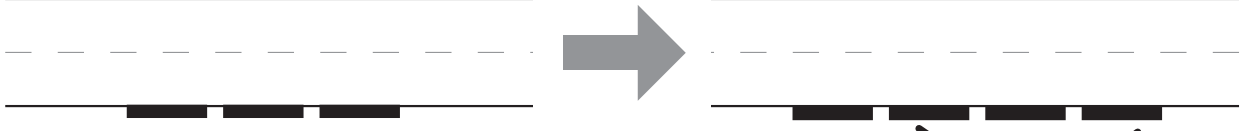


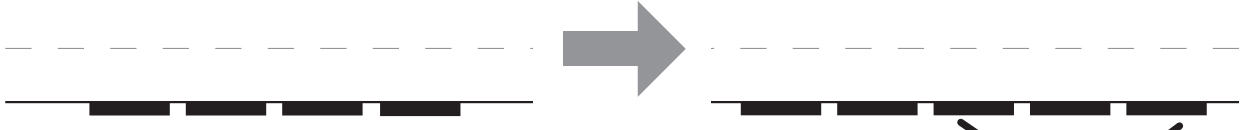
Print the words that are said on the lines.

1. 

2. 

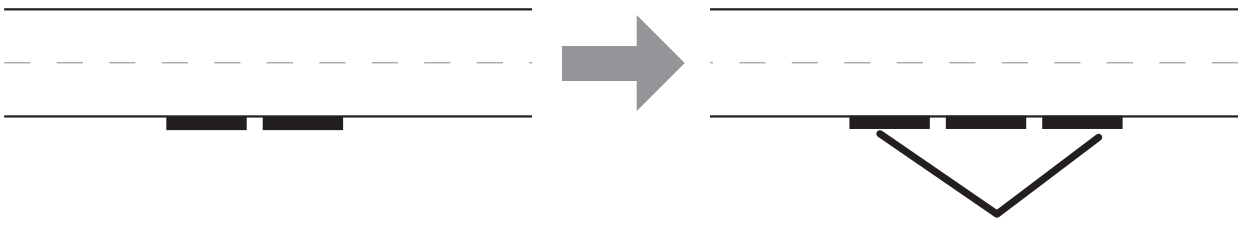
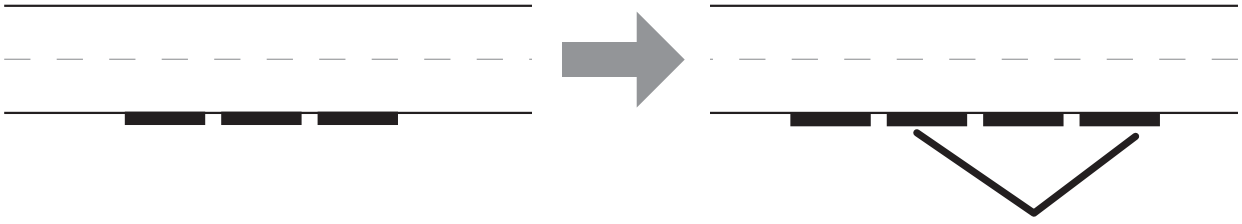
3. 

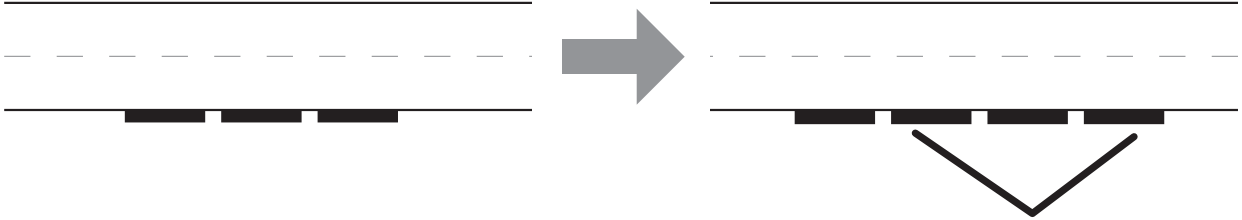
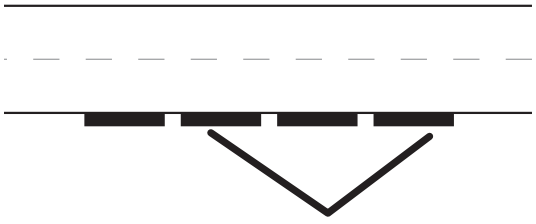
4. 

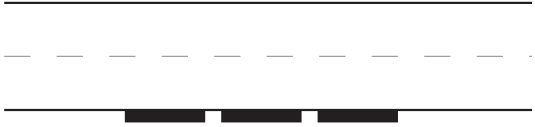
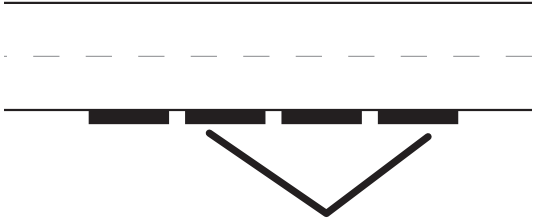
5. 



Print the words that are said on the lines.

1.  

2.  

3.  



In the box are the names of the things. Print the names on the lines.

<del>stone</del>	feet	tape
beets	cane	cone
plane	teeth	sheep



stone



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

In the box are the names of the things. Print the names on the lines.

rope

nose

five

deer

flame

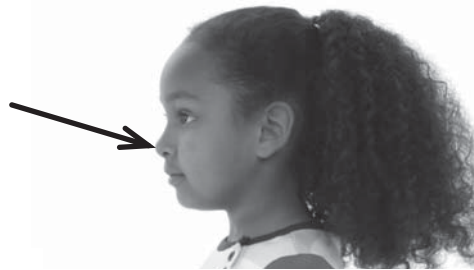
limes

bones

~~nine~~

queen

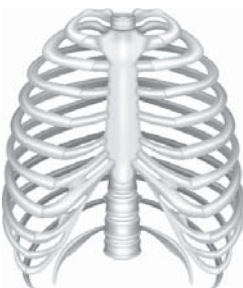
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nine



5



Name \_\_\_\_\_

Print the words on the lines.



1. **cake**

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



2. **bike**

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



3. **bee**

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



4. **cube**

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



5. **pine**

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

Print the words on the lines.



6. **seeds**



7. **cane**



8. **mule**



9. **globe**



10. **feet**



1. Is a pup **cute**?

yes

2. Can **bees** sting?

3. Do you **like** grapes?

4. Can you **bake** a **cake**?

5. Do you have a **bike**?

6. Do dogs **like** **bones**?

7. Can a chimp sing?

8. Is **fire** wet?

*Directions: Have students answer the question by writing yes or no on the line.*



1. Do kings have robes?

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. Are limes sweet?

\_\_\_\_\_  
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\_\_\_\_\_

3. Is Wong a black snake?

\_\_\_\_\_  
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\_\_\_\_\_

4. Do you like milk?

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. Do moles sleep in trees?

\_\_\_\_\_  
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\_\_\_\_\_

6. Do you have a nose?

\_\_\_\_\_  
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\_\_\_\_\_

7. Can a dog quack like a duck?

\_\_\_\_\_  
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\_\_\_\_\_

8. Do snakes have scales?

\_\_\_\_\_  
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\_\_\_\_\_

*Directions: Have students answer the question by writing yes or no on the line.*



*Directions: Have students write the words with the /i/ sound under the 'i' header and the words with the /i\_e/ sound under the 'ite' header.*

kit	fine
quit	fin
dime	strip
dim	kite
stripe	quite

/i/ as in i bit

/i\_e/ as in bite

\_\_\_\_\_

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can	tap
<b>cane</b>	<b>fate</b>
<b>pane</b>	glad
<b>glade</b>	<b>tape</b>
pan	fat

/a/ as in mad

/a\_e/ as in mae

*Directions: Have students write the words with the /a/ sound under the 'mad' header and the words with the /a\_e/ sound under the 'made' header.*

\_\_\_\_\_

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*Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /o\_e/ sound under the 'hope' header.*

rob	cop
globe	hope
slop	slope
robe	cope
glob	hop

/o/ as in mop

/o\_e/ as in moe

\_\_\_\_\_

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*Directions: Have students write the words with the /u/ sound under the 'cut' header and the words with the /u\_e/ sound under the 'cute' header.*

cub	cube
us	cut
fuss	mute
use	cute
fuse	mutt

/u/ as in cut

/u\_e/ as in cute

Handwriting practice lines for the /u/ sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for practice.

Handwriting practice lines for the /u\_e/ sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for practice.





deer graze



a cute pup



drive a truck



a pile of stones

*Directions: Have students draw a line from each picture to its matching phrase.*



a **bee** hive



a **mule** with packs



a **closed** gate



two **dimes**

*Directions: Have students draw a line from each picture to its matching phrase.*



three cubes



a pine tree



smile at me



a bunch of grapes

*Directions: Have students draw a line from each picture to its matching phrase.*



plate and cup



three cubes



mole in hole



a long stride

*Directions: Have students draw a line from each picture to its matching phrase.*



Name \_\_\_\_\_

Fill in the lines with the words from the box.

<b>feed</b>	<b>name</b>	<b>tire</b>
<b>robe</b>	<b>use</b>	<b>greet</b>

1. a **bike** \_\_\_\_\_

2. \_\_\_\_\_ the pigs

3. \_\_\_\_\_ a pal

4. print your \_\_\_\_\_

5. a plush red \_\_\_\_\_

6. \_\_\_\_\_ it up



Name \_\_\_\_\_

Fill in the lines with the words from the box.

<b>gate</b>	<b>eels</b>	<b>maze</b>
<b>stones</b>	<b>prize</b>	<b>cute</b>

1. shut the \_\_\_\_\_

2. win a \_\_\_\_\_ in math

3. \_\_\_\_\_ in a **reef**

4. lost in a \_\_\_\_\_

5. skip \_\_\_\_\_ on a lake

6. pet a \_\_\_\_\_ cat



Name \_\_\_\_\_

Print the words that are said on the lines

1. She has **green** \_\_\_\_\_.

2. Who **likes** \_\_\_\_\_?

3. I **rode** my \_\_\_\_\_.

4. Grab the \_\_\_\_\_!

5. **Jane** skips \_\_\_\_\_ on the **lake**.

6. He **rides** a \_\_\_\_\_.

7. **Mike** was stung by a \_\_\_\_\_.

8. **Nate** can bring some \_\_\_\_\_.



Fill in the lines with the words from the box.

meet

skates

be

feels

vote

bride

1. She \_\_\_\_\_ fine.

2. Let's \_\_\_\_\_ on it!

3. When did you \_\_\_\_\_ him?

4. Where are your \_\_\_\_\_?

5. \_\_\_\_\_ quick!

6. Kate will be a \_\_\_\_\_ next week.





Fill in the lines with the words from the box.

**use****home****seen****life****spade****froze**

1. We wish you a long \_\_\_\_\_!

2. To dig a **hole** they will **need** a \_\_\_\_\_.

3. There is no one at \_\_\_\_\_.

4. Have you \_\_\_\_\_ my **bike**?

5. He \_\_\_\_\_ in his tracks.

6. \_\_\_\_\_ your words!



Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

?	.	!
Did	<u>When</u>	<u>Who</u>
in	<u>you</u>	<u>they</u>
<b>rode</b>	<b>see</b>	<b>ride</b>
did	the	<b>use</b>
<b>Get</b>	<b>plane</b>	<b>mule</b>



Name \_\_\_\_\_

he

he

he

\_\_\_\_\_

he

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

she

she

she

\_\_\_\_\_

she

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

we

we

we

\_\_\_\_\_

we

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

be

be

be

\_\_\_\_\_

be

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

me

me

me

\_\_\_\_\_

me

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Have students trace and copy the words.

Directions: Have students trace and copy the words.

he

he

he

he

she

she

she

she

we

we

we

we

be

be

be

be

me

me

me

me

they

they

their

their

you

you

your

your

my

my

by

by

Directions: Have students trace and copy the words.

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

they

their

you

your

my

by



Name \_\_\_\_\_

*Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

20.

\_\_\_\_\_

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\_\_\_\_\_

Fill in the lines with the words from the box.

<u>we</u>	<u>you</u>	<u>he</u>
<u>your</u>	<u>no</u>	<u>some</u>

1. Is this \_\_\_\_\_ home?
2. \_\_\_\_\_ tells jokes all the time.
3. There were \_\_\_\_\_ stripes on the flag.
4. Did \_\_\_\_\_ make the fire?
5. Can we plant \_\_\_\_\_ of the seeds?
6. \_\_\_\_\_ will share my lunch.



**Dear Family Member,**

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined in gray.



## Wong From Hong Kong

Jen yells, “Gran, there is a man here with a big **crate**.”

Gran says, “It must be Wong!”

“Who?” asks Jen.

“The pet I got in Hong Kong,” says Gran.

“Wong from Hong Kong?” asks Jen.

“Yep!” says Gran.

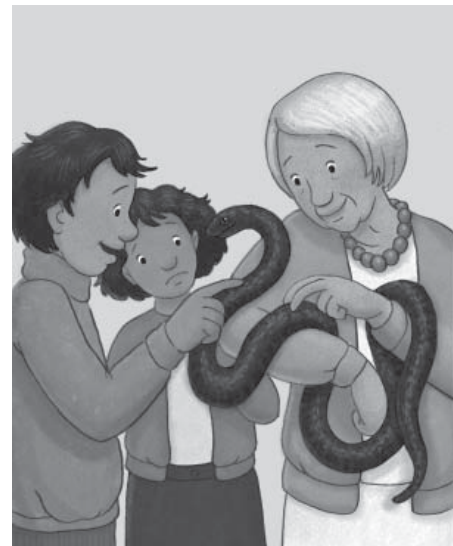
“But what is this Wong?” asks Josh.

Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “Wong is a **snake!**”

“**Eek!**” Jen yells. “I am **scared** of **snakes!**”

Gran says, “Wong is a **safe** **snake**. There are **snakes** that can kill us, but Wong is not one of them. This is a **snake** we can pet.”





**Dear Family Member,**

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined in gray.



## Saved By The Bells

Josh, Jen, and Gran hike **hike** off to the camp **site** with Sam the mule.

"I will **meet** you there!" Tex yells.

When they get to the camp **site**, Josh hangs Sam's **rope** on a **tree**.

The camp **site** is **close** to a **cave**. Gran and the kids **peek** in the **cave**.

Drip. Drip. The **cave** is damp and dim. No sun **shines** in the **cave**.



Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, "Sam, you and your bells saved us!"







# Splash Dogs

1. Why did they take Buck and Pup to the lake?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. What trick can Buck do?

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*Directions: Have students reread the story and answer the questions.*

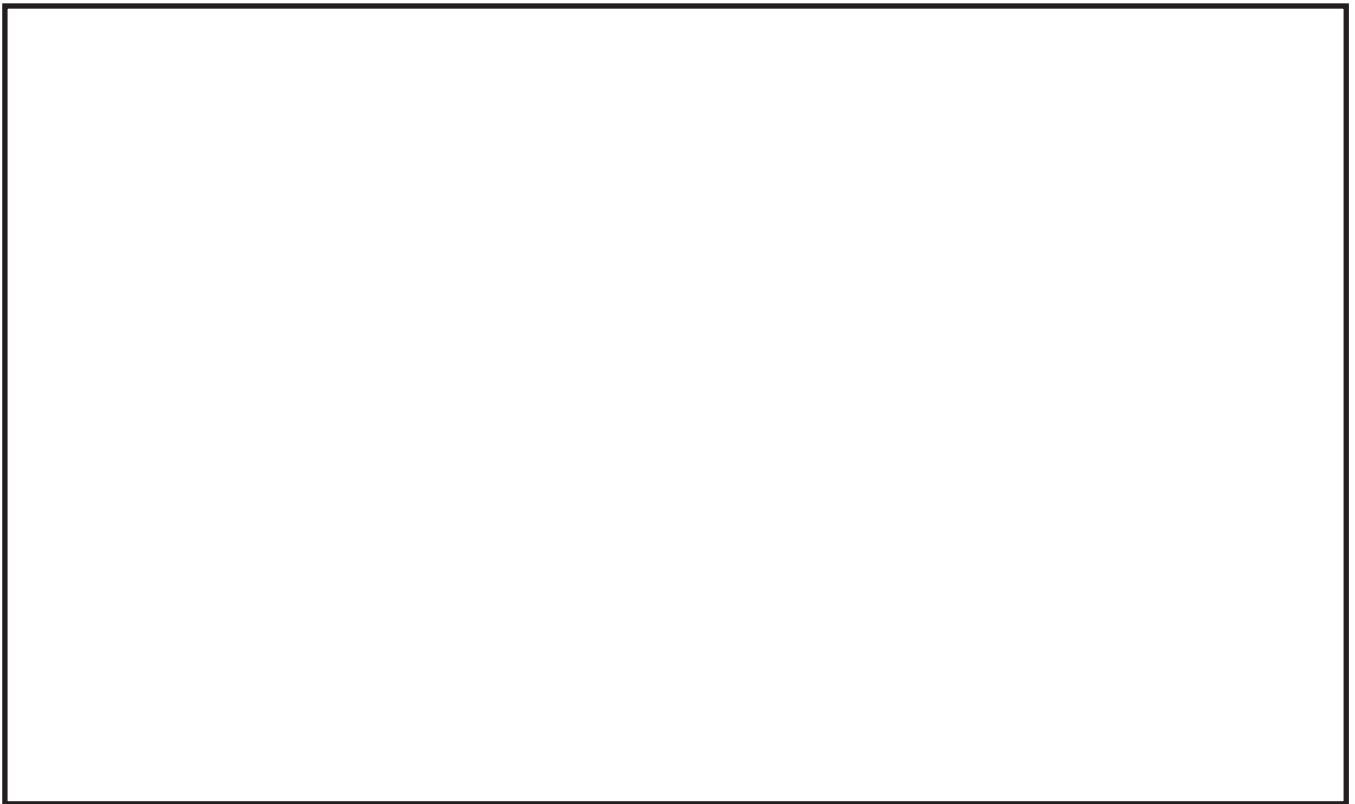
3. What did Pup bring back?

the stick and a fish

a fish

the stick

*Directions: In the box, have students illustrate a part of the story and write a caption below.*



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# Tex and Rex

1. Tex is mad at Josh and Jen.       yes     no
2. Josh and Jen are twins.       yes     no
3. Rex and Tex are twins.       yes     no
4. Rex is the man with the black hat.     yes     no

- |    |       |              |      |             |
|----|-------|--------------|------|-------------|
| 5. | Rex   | <b>creek</b> | trip | <b>wave</b> |
| 6. | pup   | <b>rope</b>  | shed | Jill        |
| 7. | snake | Gran         | Rex  | cap         |

*Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.*

*Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.*



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

## Gran's Mud Run

1. What did Gran drive in the Mud Run?
  - a green truck.
  - a black truck.
  - a red truck.
2. There were five trucks in the Mud Run.
  - yes
  - no
3. Rex, Tex, Josh, and Jen were at the track.
  - yes
  - no
4. Gran did not win the Mud Run.
  - yes
  - no

*Directions: Have students reread the story and answer the questions.*

3. Who got stuck in **deep** mud?

Handwriting practice lines for question 3, consisting of multiple sets of solid top and bottom lines with a dashed midline.

4. What **prize** did Gran get?

Handwriting practice lines for question 4, consisting of multiple sets of solid top and bottom lines with a dashed midline.

# Gran's Trip Home

1. Who will **take** Josh and Jen back?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. What will Gran **use to** get to **Three Mile Gulch**?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have students reread the story and answer the questions.*

3. What will Gran **use** to cross **Three Mile Gulch**?

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4. Will Gran **ride** a **bike** from Grand Cliffs to **Pine Hill**?

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5. When will Gran **see** Josh and Jen?

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Name \_\_\_\_\_

*Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.*

Tex	kid
twin	Rex
Gran	man
cop	Josh



\_\_\_\_\_

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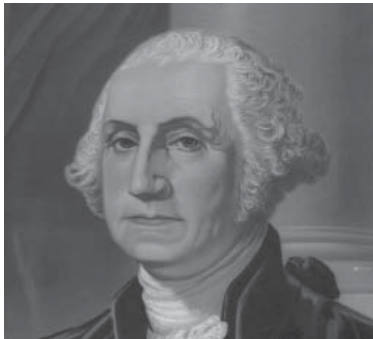
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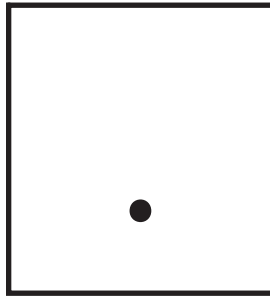
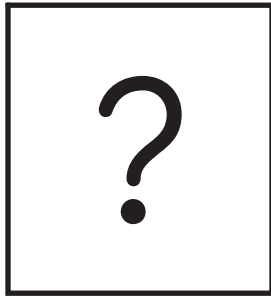
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Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.



1. Can you lend me your bike
2. **Take** all **five** pens
3. I **like** to **stroke** my cat's back
4. Do you **feel** well
5. Do not jump in the **creek**
6. My **name** is **Kate**



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# Unit 2

## Workbook

Skills Strand  
**GRADE 1**